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Ontario Department of Education

SYLLABUS

OF

REGULATIONS AND NORMAL SCHOOL COURSES

FOR

Kindergarten-Primary Certificates

REVISED

1915

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Kindergarten-Primary Courses

LOCATION

1. The Courses for Kindergarten-Primary Certificates are given at the Normal Schools at Toronto and Ottawa, or at Toronto alone if the attendance does not justify the maintenance of two centres.

OBJECT

2. The object of the Courses for Kindergarten-Primary certificates is to prepare teachers in the theory and art of organizing, governing, and instructing pupils in the Kindergarten, the Kindergarten-Primary, and the First Form of the Public and Separate Schools, and by such preparation to provide teachers competent to combine the principles and practice of the Kindergarten with the later courses of the primary stage.

SESSION AND VACATIONS

3.—(1) The annual Session shall begin on September 1st, at 9 a.m., and end on the second Friday in June.

(2) There shall be two vacations, as follows:

(*a*) At Christmas, beginning on December 19th, and ending on January 2nd.
(*b*) At Easter, beginning on Good Friday, and ending on the second Monday after Easter Day.

APPLICATION FOR ADMISSION

4.—(1) Application for admission shall be made to the Deputy Minister of Education not later than August 25th, on a form to be supplied by him.

(2) Candidates who have appealed against the results of the mid-summer examination should apply for admission as above. If successful, they will be admitted on the same terms as other applicants.

CONDITIONS OF ADMISSION

5.—(1) Subject to the provisions of (3) below, applicants who have passed the examination for Kindergarten Assistants under former Regulations will be admitted on submission of their certificates to the Deputy Minister.

(2) Subject to the provisions of (3) below, other applicants will be admitted if each submits the following with her application to the Deputy Minister:—

(*a*) A statement signed by herself that she intends to qualify herself as a teacher.
(*b*) A certificate from competent authority that she is a British subject and will be at least eighteen years of age on or before the first day of October following her admission.
(*c*) Her certificate of having passed the full examination for Entrance into the Normal Schools or Faculties of Education.

(*d*) A certificate from competent authority that she is able to sing and to play simple music on the piano or organ, said certificate to be subject to the approval of the instructor in music at the Normal School when the candidate presents herself at the school.

(*e*) A certificate from a clergyman or other competent authority that she is of good moral character.

(*f*) A certificate from a physician that she is physically able for the work of a teacher and, especially, that she is free from serious pulmonary affection and from seriously defective eyesight and hearing.

(3) Every applicant shall sign an agreement that, if successful in obtaining a teacher's certificate, she will teach thereon in the Provincial schools of Ontario for at least the first year of her subsequent teaching experience. A violation of this agreement may lead to the cancellation of her certificate.

(4) The certificates and other documents prescribed in (1), (2) and (3) above shall be forwarded not later than August 25th, by the candidate to the Deputy Minister, who will send her a card of admission to the Normal School selected by the Minister. Without this card she will not be admitted.

DUTIES OF STAFFS

6. Subject to the Regulations and the approval of the Minister of Education, the members of the staffs of the Normal Kindergarten, Kindergarten-Primary, and First Forms shall be responsible to the Principal of the Normal School.

DUTIES OF TEACHERS-IN-TRAINING

7.—(1) Teachers-in-training shall board and lodge at such houses only as are approved of by the Principal.

(2) They shall attend regularly and punctually, and shall submit to such discipline and directions as the Principal may prescribe.

(3) Teachers-in-training who are found to be unduly defective in scholarship or physically unfit for the work of a teacher, or whose conduct or progress is unsatisfactory, may, if the Principal so decides, be dismissed by him at any time during the session from further attendance at the Normal School.

TEXT-BOOKS

8. The teacher-in-training is required to provide herself with a copy of each of the books, the titles of which are printed below in italics.

LIBRARY

9. Under the direction of the different members of the Normal School staff, the Library shall be constantly used for consultation by the teachers-in-training. To this end it contains a supply of books of general literature, and a number of copies of each of the most important professional books of reference, a list of which is given in this Syllabus.

LITERARY SOCIETY

10. (1) A Literary Society for general culture and for professional advancement shall be established in each Normal School, and shall be fostered by the staff as an important part of the Course of Study. Of this Society all the teachers-in-training at the Normal School shall become members. It should begin immediately after the work of organization has been completed, and should meet once each week until the special preparation for the final examination begins. The programmes should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays.

(2) When special lectures are provided by the Minister, attendance is obligatory on all teachers-in-training.

PROGRAMME OF STUDIES

General

11. The Courses for the Kindergarten-Primary certificate, the details of which are given below, embrace the following:—

(1) (*a*) Courses in the Science of Education, School Organization and Management, and the History of Education.

(*b*) Courses in Kindergarten Principles and Kindergarten Practice and Methods.

(*c*) Courses in Methods in the subjects of the Kindergarten-Primary and First Forms.

(*d*) Academic Courses in Art, Writing, Reading, Literature, Physical Culture, Nature Study, Hygiene, Manners, Vocal Music, Manual Training, Sewing.

(*e*) Courses in Observation and Practice Teaching in the Normal Kindergarten, Kindergarten-Primary, and First Forms.

Organization

(2) Subject to such modifications as the Principal of the Normal School may deem necessary—

(*a*) The average number of lessons a week in Kindergarten Principles and Practice shall be 4.

(*b*) The minimum total number of Observation and Practice Teaching lessons for each teacher-in-training shall be as follows:

(i) In the Kindergarten Form, Observation lessons, 30; Practice Teaching lessons, 25.

(ii) In the Kindergarten-Primary Form, Observation lessons, 15; Practice Teaching, 10.

(iii) In Form I, Observation lessons, 15; Practice Teaching lessons, 10.

(*c*) The number of lessons in each of Art, Writing, Vocal Music, Hygiene, Physical Culture, and Manners shall be the same as those for each of the corresponding Normal School subjects.

(*d*) The number of lessons in each of the other subjects shall be the same as those for each of the corresponding Normal School subjects so far as they deal with the subjects of the courses for the Kindergarten-Primary and First Forms.

(*e*) The mode of conducting the Observation Lessons and the Practice Teaching shall be the same as that for the other grades of Normal School teachers-in-training.

Introductory Courses

12. In order that the teacher-in-training may begin early the Observation work and Practice Teaching, the following courses shall be taken up in the following order at the beginning of the session:—

(*a*) The work included under *Education* and *General Method* in the Course in the Science of Education below; also an introductory course in the Principles of the Kindergarten.

(*b*) An introductory course of observation in the Normal Kindergarten, Kindergarten-Primary, and First Forms.

One lesson a day shall be given in Course (*a*), for about six weeks, and the number of lessons in Course (*b*) shall not exceed twenty.

DETAILS OF THE COURSES

Science of Education

13. The object of the course in the Science of Education is to provide the teacher with a working conception of the nature of education which will be useful to her in forming ideals and determining procedure, to give her a rational basis for intelligently evaluating and selecting subject matter and methods of instruction, and to improve natural tact and skill through the acquisition of experience, with the least expenditure of time and energy.

The course, which shall be as *practical* as possible, is defined as follows:

Education: Nature of education; the efficient life; significance of experience; the learning process; function of the instructor; the school curriculum; educational institutions: school, church, home, vocation, etc.; conflicting views as to the aim of the school, civic and individualistic views, the eclectic view.

General Method: Significance of method to the teacher; analysis of the learning process; the lesson problem; learning as a selecting activity; the need of preparation; learning as a relating activity; the application of knowledge; forms of presentation; classification of knowledge; lesson types, developing lesson types, the study lesson, the recitation lesson, the drill lesson, the review lesson; the art of questioning.

Educational Psychology: Data and methods of psychology; nature of consciousness; mind and body; instinct, curiosity, imitation, play; habit; attention; the feeling of interest; sense-perception; memory; apperception; imagination; thinking, conception, judgment, reasoning; feeling, sensuous feeling, emotion, mood, disposition, temperament, sentiments; the will, the sense of duty, education as development of character.

Child Study: Purpose and value of child study; methods of child study: observation, experiment, direct questions, biographical studies; periods of development: infancy, childhood, adolescence; characteristics of each period.

Books of Reference:—

Ontario Normal School Manual: *The Science of Education.*
Betts: The Mind and its Education.
Angell: Psychology.
Pillsbury: The Essentials of Psychology.
Halleck: Education of the Central Nervous System.
James: Talks to Teachers.
Raymont: The Principles of Education.
McMurry: The Method of the Recitation.
Bagley: The Educative Process.
Thorndike: Principles of Teaching.
Kirkpatrick: Fundamentals of Child Study.

History of Education

14. The object of the course in the History of Education is to widen the professional outlook and rationalize school practice through the discussion of the development, the merits, and the defects of educational theories. It presupposes an historical background and discusses movements rather than individuals.

The course embraces the following topics, and deals only with the most important points:—

Education Prior to the Fifteenth Century: A very brief survey of significant movements, with reference to the following topics: Education among primitive peoples; Oriental Education; education in Sparta and Athens; education in Rome; early Christian Education; the rise of the Universities; education and chivalry.

The Renaissance: Its origin and educational significance; the humanistic movement; Vittorino da Feltre; Erasmus.

Reformation and Counter Reformation: The Reformation and the Renaissance, Luther; the schools of the Jesuits and the Christian Brothers.

Organization of Schools in Germany: Melancthon and Sturm.

The Reaction against Humanistic Education: Rise of the scientific spirit; Montaigne, Bacon, Ratke, Comenius.

English Schools in Tudor Times: Ascham, Locke.

Modern Educational Theories and Practices: The psychological tendency, Pestalozzi, Herbart, Froebel; the scientific movement, Spencer; education for social efficiency.

Education in Great Britain and Ireland and in the United States.

Education in Ontario and in the other Provinces of Canada.

BOOKS OF REFERENCE:—

Ontario Normal School Manual: *The History of Education.*
Monroe: A brief Course in the History of Education.
Quick: Educational Reformers.
Kemp: History of Education.

SCHOOL ORGANIZATION AND MANAGEMENT

15. The object of the course in School Organization and Management is to give the teacher, in the light of the Science of Education, a knowledge of the technique of school management and organization which will enable her to secure the smooth and efficient working of the Kindergarten, Kindergarten-Primary, and First Forms.

The course embraces the following topics:—

Meaning and Aims of School Management: Aims and scope of organization; the end of good management; relation of management to the teaching process.

The Recitation: Its relation to management.

The Child: Importance of the child; the care of the child.

The Teacher: Qualifications and characteristics of the teacher; chief duties in relation to the child.

The Modern School: The building; the class rooms; the playground; the equipment; the relation of teacher and pupils, of teacher and principal, of school and home, of school and community.

Organization: The aim and scope of organization; the grading and classification of pupils; the promotion of pupils.

The First Day in School: The teacher's work and attitude on the first day in school.

The Time-Table: Its purpose; principles involved in its construction; typical time-tables.

Records and Reports: Value of records; methods of keeping registers; forms of reports.

Discipline: The scope of discipline; its relation to methods of teaching; mechanized daily routine; incentives; methods of dealing with weaknesses and offences, penalties.

Problems and Results: Tests of attainments; tests of mentality; results of good management.

The Ontario School Law and Regulations, so far as they pertain to the duties and obligations of teachers and pupils.

Ontario Public Health Act and Regulations, so far as they pertain to teachers, pupils, and the school.

INSTRUCTION.—The following provisions of the School Law and Regulations should be emphasized:

The importance of signing the name correctly and the Christian name in full and of specifying, in the case of females, whether Miss or Mrs.

The necessity of making all agreements clear and conclusive. They should be contracts as provided by the statute. To substitute for the contract an agreement made orally or by letter correspondence often leads to misunderstanding and difficulty. (P. S. Act, section 87 and form of agreement.) Every school register contains two copies of a form of agreement, one for the teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties of teachers and Inspectors. The payments of the Grants and all matters directly affecting the teacher, trustees and school. (P. S. Act, sections 6, 7, 8, 9, 82, 84, 85, 86, 88, 101, 116; and Instructions 12 and 13.)

The calling and conducting of school meetings and the consideration of matters incidental thereto, such as the duties of auditors, appeal to Inspectors, etc. (P. S. Act, sections 49-54, 59, 63, 66, 72, 75-81.)

Non-resident pupils and the charging of fees. (P. S. Act, sections 70, 71.)

Penalties and prohibitions regarding the buying and selling of text-books and school supplies. (Department of Education Act, section 28; P. S. Act, section 113.)

Books of Reference:—

Ontario Normal School Manual: *School Organization and Management.*
Ontario Schools Acts and Regulations.
Ontario Public School Act and Regulations.
Bagley: Class Management.
White: School Management.
Landon: Principles and Practice of Teaching and School Management.

Special Methodology

16. The object of the courses in Special Methodology with the concurrent academic courses is to prepare the teacher-in-training to teach the courses prescribed in the Public and Separate School Regulations for the Kindergarten, Kindergarten-Primary, and First Forms, by enabling her to apply the Science of Education and, in particular, to adapt the principles of General Method to the work in each subject of the prescribed courses.

The course in the Special Methodology of each subject should be introduced by a few lessons of a general character, embracing the application of the principles of General Methodology to the teaching of the subject. These introductory lessons should be followed by a series of a more detailed character, dealing with—

(1) The selection and the organization of the subject-matter from the standpoint of presentation to the pupils; and—

(2) A discussion of the special methods of instruction, concurrent, when necessary, with the review of the academic subjects.

General Books of Reference:—

Regulations and Courses of Study of the Public and Separate Schools.
Landon: The Principles and Practice of Teaching and School Management.
Carpenter, Baker, and Scott: The Teaching of English.
Chubb: The Teaching of English.
Smith: Teaching of Elementary Mathematics.
Young: The Teaching of Mathematics.
Annandale: The Concise Imperial Dictionary.

I. KINDERGARTEN SUBJECTS

17. The courses in the Kindergarten subjects shall be taken up in the terms of the courses prescribed therefor in the Public and Separate School regulations with a view to preparing the pupil in early childhood for the later courses of the Primary stage, by utilizing his instincts and combining the nurture of the home with the discipline of the school.

Principles

The Course in the Principles of the Kindergarten embraces the following topics:

The relation of the Kindergarten to education in general.
Frœbelian principles and their application in the Kindergarten.
The functional value of each of the Frœbelian Gifts and Occupations.

Practice and Methods

The course in the Practice and the Methods of the Kindergarten embraces the following topics with concurrent discussion of their relation to the courses of the First Form:

1. Gifts.

The Gifts: Their general objects as well as their specialties; how they are graded and why; their connection with the other branches of Kindergarten work, with a sufficient number of illustrative forms, arranged in due sequence and entered in the Gift book, as follows:

First Gift.—Exercises in the different typical uses of the Gift.

Second Gift.—Exercises in the different typical uses of the Gift.

Third Gift.—Four original sequences in forms of life, not fewer than six forms in each sequence; three original sequences in forms of beauty, not fewer than six forms in each sequence.

Fourth Gift.—Three original sequences in forms of life, not fewer than six forms in each sequence; three original sequences in forms of beauty, not fewer than six forms in each sequence.

Building problems for estimating dimensions, not fewer than four problems.

Exercises illustrating balance.

Fifth Gift.—A list of original forms of life, not fewer than six; two symmetrical designs (one border), one sequence in symmetrical designs, not more than five forms.

Exercises with the Fifth Gift should embody experiences with numerical relations and in development of geometric form.

Sixth Gift.—A list of original forms of life, not fewer than six forms; building problems, not fewer than four problems in the list.

Outlines of all exercises and sequences in the practical work with the Building Gifts to be placed in the Gift Book.

Seventh Gift.—Derivation; definition; position of one tablet; relative position of two tablets to each other; geometrical figures that may be produced by combining two tablets; geometrical figures produced by combining three tablets; three life forms with two tablets; three life forms with four tablets; three life forms with eight tablets; two life forms with sixteen tablets.

All forms to be drawn in the Gift Book. Each point in the development to be illustrated by any one form of tablet.

Decorative forms (symmetrical design): One design, emphasizing repetition, as in borders; two symmetrical designs involving sequence leading to design as required in Art.

All forms to be drawn in the Gift Book, illustrated by any one form of tablet.

Eighth Gift.—Two forms with each of the following combinations: Combination of sticks into life forms, using four sticks, even lengths; combination of sticks into life forms, using eight sticks, even lengths; life forms with sixteen sticks; life forms, using sticks of any length.

All forms to be drawn in the Gift Book.

Decorative design: Three designs emphasizing repetition as in borders; two designs in "all over" repeats; two symmetrical designs involving expansion.

Ninth Gift.—Relative position of one large and one small ring to each other; exercises in the discovery of the relative position of the different sizes of rings to one another, one ring of each size; relative position of two half-rings to each other; relative position of one half-ring and one whole ring to each other; one life form with five rings; one life form with ten rings; one life form with four half-rings; miscellaneous forms of life with rings, half-rings, and quarter-rings; four symmetrical designs, using rings, half-rings, and quarter-rings, including two borders.

2. Occupations.

The course in the Occupations embraces a knowledge of the Frœbelian Occupations, and their connection with other branches of Kindergarten work, as follows:

Sewing.—Illustrations required in sequence of sewing.

First Development: Straight lines.
1. Straight lines of one length;
2. Variations in relative position;
3. Variations in length;
4. Horizontal lines of one length;
5. Horizontal lines, variations in relative position;
6. Horizontal lines, variations in length;

Right angles, repeat the order in numbers 1, 2, and 3 above:—
Square, repeat the order in numbers 1, 2, and 3 above.
Other forms of development:

Square on the diagonal oblique lines, first degree, repeating the above order: miscellaneous combinations, the student indicating the combinations used, and repeating to the third point as above.

Sewing Inventions.—General plan: From (*a*) a centre; (*b*) a border; (*c*) an "all over" design.

Forms of Invention: One in vertical lines of all lengths, following the general plan in (*a*); one in vertical and horizontal lines of contrasted lengths combined, following the general plan in (*b*); one in vertical, horizontal, and slanting lines of all lengths, following the general plan in (*c*); a sequence of sewing suitable for children, involving grouping and spacing of lines of even lengths, combinations of lines of different lengths in borders, and in symmetrical designs, simple conventional designs in borders and in symmetrical forms.

Weaving.—Two movements in weaving: (*a*) Following the line of the warp to give vertical effects; (*b*) varying from the vertical by a movement right or left on the line of the warp to produce diagonal effects.

First Series: Vertical effects, regular combinations as one and two, three and two, two and four, etc.; three mats.

Second Series: Variations from this basis, producing stripe or bar, as two and one and one, three and one and one and one, three and three and one and one, not fewer than four mats in the series.

Third Series: Diagonal effects, using basis of first and second series for these, with possible variations in position, as right to left, left to right, etc., not fewer than four mats in this series.

Inventions: Borders, two mats; "all over" repeats, two mats.

Instruction.—Attention should be paid to colour harmonies.

Folding.—A series of forms from the circular basis, not fewer than eight. Salt-cellar, ground form; salt-cellar, star, king's crown, queen's crown, pepper-box, satchel; an original sequence of life forms suitable for children four years of age; three inventions in life forms in the salt-cellar ground form; four inventions in symmetrical designs from the salt-cellar ground form; double salt-cellar ground form; cap, muff, boots, bobbin, shirt, trousers; table-cloth ground form; table-cloth, table, handkerchief case, windmill, vase, boat with sail, double boat, loose box, close box, picture frame; the table-cloth ground form, an original sequence of life forms, suitable for children six years of age, not fewer than six forms, three symmetrical designs, one involving the hexagon, one trapezium, and one rhomboid; three original inventions from the table-cloth ground form.

3. Mother Play.

The course in the Mother Play embraces a study of the educational principles and practice of Froebel as embodied in the "Mutter und Kose Lieder," and the relation of the Mother Play and the other subjects of the curriculum, such as Psychology and Child Study, to the practical work of the Kindergarten. It includes also a critical analysis of the Mother Play as a whole; the history of its development, its educational aim, a detailed study of twelve typical songs, and the development of typical experiences through groups of songs.

4. Talks, Stories, Songs, and Games.

The course prepares the teacher-in-training to act the part of a kindly guide to the child, leading him by familiar talks to seek and become acquainted with those things in his environment which would be of interest and value to him, and enables her to select and teach songs suitable both in music and in words, to select and tell stories suitable in character, and to adapt the games to the needs of the growing child and prepare him for the folk dances, calisthenics, and drill of the rest of the course.

Books of Reference:—

Blow: *Mottoes and Commentaries of Froebel's Mother Play.*
Dewey: The School and Society.
Dewey: The School and the Child—Edited by Findlay.
Boyd: Locke to Montessori.
Poulsson: Love and Law in Child-training.
Froebel: Education by Development.
Fletcher and Welton: Froebel's Chief Educational Writings.
Blow, Hill, and Harrison: The Kindergarten.
Goldhammer: The Kindergarten.
Blow: Letters to a Mother.
Fisher: A Montessori Mother.
Froebel: Pedagogics of the Kindergarten.
Froebel: The Education of Man.
Morgan: The Montessori Method. Bulletin, No. 1, Ontario Department of Education.
Kilpatrick: The Montessori system Examined.

II. KINDERGARTEN-PRIMARY AND FIRST FORM SUBJECTS

18. The courses in the Kindergarten-Primary and First Form subjects shall be taken up in the terms of the courses prescribed therefor in the Public and Separate School regulations, with a view, in the case of the former, to preparing the pupil at a later period of childhood than the Kindergarten stage for the later courses of the Primary stage, by combining the more advanced work of the Kindergarten with the initial work of the First Form, and, in the case of the latter, to completing the courses of the First Form.

The courses embrace an introductory discussion of the functional connection of each of the courses of the Kindergarten with those of the Kindergarten-Primary.

Reading.

(1) **The special object of the course in Reading is to prepare the teacher-in-training to train her pupils to find for themselves and to express intelligently and intelligibly the writer's thoughts and feelings.**

The course embraces the following topics:

Introductory.—The correlation of reading with other subjects; importance of training in reading and the principles of vocal expression to the pupil's ordinary speech and general culture.

Forms.—The function and value of silent reading, sight reading, dramatic reading, elocution, declamation.

Methods.—Examination of the various methods of teaching beginners to read; advantages and disadvantages of each; how to develop spontaneous self-expression in the pupils through talks, songs, stories, games, etc.; the teaching of new words incidentally and through games involving the use of the kindergarten gifts, trade games, imagination games, etc.; the teaching of word recognition based on the above; the relation of ideas to symbols; the associations of visual, auditory, and motor images in reading; conditions of the formation of accurate visual and auditory impressions; constant necessity for connecting the printed symbol directly with the idea; use of black-board, charts and word-cards in teaching word recognition and reading; oral phonic analysis, written phonics; devices for securing rapid word-recognition and for fixing attention on the thought and feeling as well as upon the word forms; means of securing natural expressive reading.

Use of exercises in breathing, articulation and vocalization, and of exercises suitable for seat work.

Books of Reference:—

Public School Manuals: *Primary Reading* and *The First Golden Rule Book.*

Spelling.

(2) **The special object of the course in Spelling is to prepare the teacher-in-training to enable her pupils to recognize and reproduce forms in the mechanism of written word-expression.**

The course includes the following topics:—

Introductory.—Correlation of spelling with other subjects; nature and origin of peculiarities of English orthography; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling; necessity for teaching, not merely testing spelling.

Methods.—The various methods of teaching spelling; the adaptation of each to the nature of the words and to the individual mental characteristics of pupils; how to use their study of form in the Kindergarten Gifts and Occupations in training the pupils to get vivid images; phonic exercises and world-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

Language and Composition.

(3) **The special object of the course in Language and Composition is to prepare the teacher-in-training to train her pupils in the free expression of their thoughts and thus lay a foundation for writing and speaking good English as a fixed, unconscious habit.**

The Course embraces the following topics:

Introductory.—The value of language training; the place of a knowledge of the mother-tongue in education; the value of clearness, force, fluency, and grace of expression.

Methods.—Methods of encouraging the pupil's free natural expression and of extending his vocabulary through conversations, nature and other talks, and the kindergarten gifts, occupations and stories; principles governing criticism of oral composition; the dangers connected therewith and the means of avoiding them; written composition.

Oral and Written Composition.—Their relation; how habits of speaking and writing good English are formed; the effect of the teacher's example upon the pupil's language; value of reading and of memorizing good literature; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition; selection and organization of materials; use of stories, etc.

Books of Reference:

Public School Manual: *Composition and Spelling.*
Arlo Bates: Talks on the Writing of English.

Literature.

(4) The special object of the course in Literature is to prepare the teacher-in-training to create in her pupils a taste for good literature.

The course embraces the following topics:

Introductory.—Nature and elements of literature.

Teacher's Preparation.—Special importance of the teacher's own qualifications; a class course in literature; the literary study of portions of the Bible prescribed by the Department of Education; sessional private reading courses for teachers-in-training; suggestions for their future reading.

Note.—Teachers-in-training having conscientious objections to the literary study of the Bible shall be excused therefrom by the Principal. Religious instruction by local clergymen of the different denominations is provided in each Normal School.

Selection of Subject-matter.—Qualities of literature that appeal to pupils of different ages; basis of selection of material therefor; special importance of literature that appeals through the ear; the correlation of literature with nature study, etc.; suggested lists of fairy tales, fables, nature stories, etc.

Methods.—Songs and story telling; comparison of the values of reading and telling; how to tell stories successfully; the reproduction by the pupils; how to make corrections; the use of story books; how to teach memory gems.

Books of Reference:—

Public School Manuals: *Literature,* and *The Golden Rule Books.*
MacClintock: Literature in the Elementary School.
Arlo Bates: Talks on the Teaching of Literature.
Lindsay: Maud: Mother Stories.
Lindsay, Maud: More Mother Stories.
Lindsay, Maud: A Story Garden of Little Children.

Alden: Knights of the Silver Shield.
Robert Louis Stevenson: A Child's Garden of Verse.
Bailey: For the Children's Hour.
Harrison: In Story Land.
Bryant: How to tell Stories to Children.

Writing.

(5) **The special object of the course in Writing is to enable the teacher-in-training to develop in her pupils ease and skill in the mechanics of writing.**

The course embraces the following topics:

Introductory.—The purpose of writing; its correlation with other subjects.

Methods.—A brief outline of the different methods of teaching the subject; how to utilize rhythmic movements in games and manual exercises in teaching writing; use of black-board, crayons, and large pencils to develop muscular movement; pen-holding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the black-board; dangers of unsupervised writing.

Book of Reference:—

The Ontario Writing Course.

Arithmetic.

(6) **The special object of the course in Arithmetic is to enable the teacher-in-training to develop in her pupils a knowledge of number and of numerical combinations and to give them facility and accuracy in working simple problems in connection therewith.**

The course embraces the following topics:

Introductory.—The scope of arithmetic; its relation to other subjects of the curriculum; kindergarten materials and occupations as a basis for number.

Number.—The development of the number idea; the unit, its nature and use; the necessity for standard units; the ratio idea of number.

Methods.—How to use the pupil's home experiences and the kindergarten materials in developing a knowledge of indefinite relations as larger, smaller, longer, etc.; and of definite relations through use of gifts, squared table, kindergarten sticks, etc.; counting; measuring with standard units; numbers from 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration; addition, addition tables, order of exercises, devices; subtraction; additive method, decomposition method, order of exercises, devices; Typical forms of seat work.

Problems.— Simple problems; application of number facts in the occupations of the Kindergarten-Primary and of the First Form.

BOOK OF REFERENCE:—
Public School Manual: *Arithmetic.*

Nature Study.

(7) **The special object of the course in Nature Study is to prepare the teacher-in-training to train her pupils to observe the phenomena of the world around them and to broaden and deepen their sympathies with nature.**

The course embraces the following topics:—

Introductory. —The character and scope of nature study; its relation to formal science; its correlation with other subjects; nature study in relation to the symbolic games of the Kindergarten.

Materials.—Conditions determining the choice of material for nature study lessons under varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc., supplementary materials such as stories, literature, etc.

Methods. —Nature study as a method; special characteristics of a typical nature study lesson; directions for conducting school excursions; the study of special topics dealing with materials of nature study and illustrating methods of presentation; the relation of feeling to knowledge in nature study work.

School Gardens. —The purpose of school gardens; school gardens as a phase of nature study work; the care of school gardens.

NOTE.—In order that they may be able to direct the practical side of nature study in school, teachers-in-training should make frequent excursions for the purpose of studying and collecting materials in their natural environment and relations. Besides acquiring experience in planning and planting gardens, teachers-in-training should visit schools where successful garden work is being done.

BOOKS OF REFERENCE:—

Public School Manual: *Nature Study.*
Hodge: Nature Study and Life.
Dearness: How to Teach Nature Study.
Silcox and Stevenson: Nature Study.
Scott: Nature Study and the Child.
Coulter: Practical Nature Study.

Art.

(8) **The special object of the course in Art is to give the teacher-in-training such a knowledge of the subject, such a training of her aesthetic nature, and such facility in the use of art as a means of expression as will enable her to develop like tastes and powers in her pupils.**

The course embraces the following topics:—

Introductory.—The scope of Art: Art as a mode of expression and a means of aesthetic culture; its correlation with other subjects in the school course.

Freehand Drawing.—Art in the Kindergarten: Picture-making gifts with tablets and sticks; development of symmetrical designs in borders with kindergarten material; how to use the various mediums, pencil, charcoal, crayons, ink with pen or brush; the drawing of common flat objects such as leaves, grasses, brooms, shovels, saws, hammers in an appropriate medium; the drawing of common spherical, cylindrical, and rectangular solids, illustrating the principles of free-hand perspective; the grouping of objects; simple landscapes from nature and imagination; illustration of games, occupations, nursery rhymes and stories; pose drawing.

Blackboard Drawing.— The use of white, black, and coloured crayons on the blackboard and on large pieces of paper; rapid illustrative sketches to aid in the teaching of all subjects; importance to the teacher of blackboard drawing as a means of expression.

Water Colours. — Theory of colour; the solar spectrum; the six standard colours, red, orange, yellow, green, blue, and violet; the intermediate hues, red-orange, yellow-orange, yellow-green, blue-green, blue-violet and red-violet; the tints and shades of each colour in graduated scales; the pigmentary theory; primary, secondary, and tertiary colours; complementary colours; colour harmony, dominant, analogous, and complementary; the neutral value scale; the making and applying of graduated and uniform washes; the representation in colour, neutral values, and sepia, of leaves, grasses, flowers, fruits, trees, insects, pet animals, birds, and common objects; the grouping of objects; simple landscapes from nature and imagination; elementary composition of pictures.

Decorative Design. — The principles that determine the rhythm, balance and harmony of tones, measures, and shapes; borders, surface designs, designing of Christmas cards, programmes, book covers; lettering; designs to be done in neutral value first and then carried out in colour.

Picture Study. — How to study a picture; the critical study of a few masterpieces of painting.

Books of Reference:—

Public School Manual: *Art.*
Manual Arts Drawing Books.
Parallel Course Drawing Books.
Art Course, Chicago Public Schools.
Applied Arts Drawing Books.
Graphic Drawing Books.
Art Education for High Schools.
Text Books of Art Education.
Caffin: A Child's Guide to Pictures.
Emery: How to Enjoy Pictures.

Manual Training.

(9) **The special object of the course in Manual Training is to prepare the teacher-in-training to select and use in the most effective ways constructive exercises which shall train her pupil's hand and eye, shall serve as a means of self-expression, and shall develop a sympathy with manual occupations.**

The course embraces the following topics, with concurrent methodology, the practical work and the elaboration of the details depending upon the time available:—

Introductory.—The scope of manual training; its correlation with other subjects in the curriculum.

Handwork.—The Kindergarten gifts and occupations as methods of introducing free manual expression; the selection of exercises; outlines of courses in the different forms of hand-work; typical forms of constructive work adapted to the capacities of children in the Primary grades, including weaving, elementary paper, and cardboard work and modelling; trimming and mounting of pictures.

Modelling. —Materials used for modelling and how these are kept; modelling natural forms; plotting; modelling as a means of teaching geographical concepts; supplementing observation of the topography of school neighbourhood; supplementing word pictures; models used in conjunction with drawing, etc., in teaching principles of design.

Book of Reference:—

Public School Manual: *Manual Training.*
Helen Beckwith: Storytelling with Scissors.
Swannel: Paper Modelling.
Baxter J. Curran: Paper and Cardboard Construction.
Lester: Claywork.
Sargent: Modelling in Public Schools.

Sewing.

(10) **The special object of the course in Sewing is to prepare the teacher-in-training to train her pupils' hands and eyes, to correlate the work of the school with the activities of the household, and to develop a sympathy with manual occupations.**

The course embraces the following topics:

The kindergarten work in tablets and sticks and the outlining of picture cards.

Study and application of different stitches: basting, running, stitching, back stitching, combination stitch, overcasting, top sewing, blanket, herring-bone, feather-stitching; mending; darning (different kinds); button holes, mitred and square corner; hemming, doll's apron.

Vocal Music.

(11) **The special object of the course in Music is to prepare the teacher-in-training to cultivate in her pupils a taste for good music, to provide an ennobling means of emotional self-expression, and to afford an agreeable change in the routine of school work and the occupations of daily life.**

The course embraces the following topics:

Tune: Practice in singing from the staff and tonic-solfa modulators; intervals of moderate difficulty, contained in the major diatonic scales; modulation from any given key to its relative minor, and its dominant and subdominant.

Time: Value of the rhythmic games of the Kindergarten; practice in singing rhythmical studies in simple or compound duple, triple, or quadruple times; the pulse as the unit of measurement in time, with its divisions into halves, quarters, or thirds in varied combination.

Ear Training: Development of the power to recognize by ear, and to transcribe the tonal and rhythmic elements of short musical phrases, when sung or played.

Voice Culture: Practice in correct tone production; vowel formation; enunciation of consonants; breath control; correct intonation; and the equalization of the various registers of the voice.

Songs: Kindergarten songs and simple rote songs; great care necessary in the selection of the words and music; songs, with special attention to development of power in musical expression; part songs of recognized merit, arranged for adult voices.

Notation: Elements of notation, both tonic-solfa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Comparison of abdominal, intercostal, and clavicular breathing; the larynx; action of the vocal chords in the production of the various vocal registers; influence of the mouth and nasal cavities on vocal resonance and vowel quality.

Methods: Concurrently with the foregoing course, a practical knowledge of recognized systems of teaching the tonic-solfa and staff notations shall be acquired; also of the relative importance of the staff and tonic-solfa systems and the grading of musical studies.

Books of Reference:—

Curwen: The Standard Course.
Curwen: The Teacher's Manual.
Hardy: How to Train Children's Voices.
Mason: How to Teach the Staff Notation.
Hulbert: Breathing for Voice Production.

Hygiene.

(12) **The special object of the course in Hygiene is to prepare the teacher-in-training to give her pupils instruction in the subject, and to provide her with the knowledge requisite for the maintenance of her own and her pupils' health and for the supervision of the sanitary conditions of the school and its surroundings.**

The course embraces the following topics:

School Hygiene: School sanitation; common facts of bacteriology, general instructions for the detection of common communicable diseases; modes of preventing the spread of these diseases; sanitary legislation; duties of the teacher.

Personal Hygiene and Physiology (with the necessary minimum of anatomy): Framework of the body; spinal curvature, its causes. Digestive system; foods; care of teeth; saliva. Physiology of respiration and circulation. Skin and other depuratory organs, hair, nails, bathing, clothing, etc. Muscles; the relation of exercise to health. Brain and nervous system; relation of mind to body; mental exercise; study; rules regarding mental work; irregular work and overwork; mental strain and worry. Effects of alcohol, tobacco, etc., on organs and functions.

The eye; lighting, myopia and presbyopia; affections produced by improper accommodation; colour blindness; tests for defective eyesight. The ear, throat and nose; ear and throat troubles, causing dullness in pupils; tests for defective hearing and breathing.

Accidents and Emergencies: First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstrokes and heatstrokes, burns; bandaging.

Books of Reference:—

Bailey & Coleman: First Book of Biology. (The part on Human Biology.)

Gulick Series: Good Health, Emergencies, Town and City, Body at Work, Control of Body and Mind.

Health Series of Physiology and Hygiene: Health Habits, Health and Cleanliness, The Body in Health, Making the Most of Life.

Physical Culture.

(13) **The special object of the course in Physical Culture is to provide the teacher herself with a course in the subject, and to prepare her to make proper provision for the physical training of her pupils. With hygiene (school and personal) as a basis, it prescribes and directs rational forms of exercises for the attainment and maintenance of health, the development of a symmetrical body, and the formation of habits of grace and ease in muscular movements.**

The course embraces the following topics:

Systems: The German, Swedish, French (Delsarte), and American systems; the Kindergarten games: their character and their relation to Physical Culture, the dangers to be avoided.

Breathing Exercises: Running, hopping, quick walking.

Leg Exercises: Standing positions, fundamental stride, etc.; standing with flexions of ankles and knees; fall-outs; charges, fencing positions and kneelings.

Arm Exercises: Starting position, hands at side, at shoulders, at thrust, at upward bend; movements of raising, swinging, rotation, circling, flexion, and intension.

Neck and Trunk Exercises: Flexion, extension, and rotation.

Free Exercises: All the simpler forms from fundamental positions; also compound movements of two parts in the same, opposite, and right-angled directions.

Tactics: Facings and steppings; marching in various formations of rank, file, column, etc.; fancy steps, following and changing steps, etc.; running.

Special Exercises: For correcting the individual defects that may be found among children.

Recreative Gymnastics: Indoor and outdoor games.

Book of Reference:—
The Syllabus of Physical Exercises for Public Elementary Schools.

Manners.

(14) **The special object of the course in Manners is to prepare the teacher-in-training to train her pupils in those social rules of conduct that are the outgrowth of regard for the feelings and convenience of others.**

Especial care shall be taken that, while in attendance, the teachers-in-training shall observe the rules of courtesy and social etiquette.

Book of Reference:—
Manners.

EXAMINATIONS

19.—(1) (*a*) The final standing of the teacher-in-training shall be determined by the combined results of her sessional records, her prescribed examinations, and her observation and practice teaching records.

(*b*) The sessional records shall consist of oral and written class tests in each subject.

(2) (*a*) There shall be a final written examination in each of Groups I, II, and III below, at the close of the session in June, on papers prepared by the Department, which shall be uniform for all candidates and shall be based on the courses as laid down herein.

(*b*) In addition to testing the candidate's knowledge of methodology the examinations in Groups III and IV (*a*) shall include a thorough test of her academic qualifications. The examinations in Group IV (*b*) shall be purely academic in character.

(3) The examination in the Science of Education of Group I below shall be the same as for candidates for Second Class certificates, and that in School Organization and Management shall be special: there shall be one paper in each subject and the maximum marks for each subject shall be 100, distributed as follows: forty per cent. for the sessional records and sixty per cent. for the final examination.

Group I.—The Science of Education; School Organization and Management.

(4) The examination in the subjects of Groups II and III below shall be specially for candidates for Kindergarten-Primary Certificates; there shall be one paper in each subject or group of subjects, and the maximum of marks for each subject or group shall be 100, distributed as in (3) above:

Group II.—Kindergarten Principles, Kindergarten Practice and Methods.

Group III.—Reading and Spelling, Composition and Literature, Arithmetic.

(5) (*a*) The marks counted in estimating the final standing of the teacher-in-training in the subjects of Group IV (*a*) and (*b*) below shall be those awarded her during the course and at a final examination by the staff on papers prepared as prescribed in (2) (*b*) above.

(*b*) The maximum of marks for each subject shall be 100, except for Manners, which shall be 50, a maximum of 25 thereof being awarded on the report of the staff as to the general deportment of the teacher-in-training.

Group IV. (*a*) Art, Vocal Music, Writing, Manual Training, Sewing, Physical Culture, Nature Study.

(*b*) Hygiene, Manners, History of Education.

(6) (*a*) The marks counted in estimating the final standing of the teacher-in-training in the subjects of Group V below shall be those awarded her during the course after a few trial lessons and more especially towards the close of the course.

(*b*) The maximum marks for Observation in the Kindergarten Form shall be 200 and for Practice Teaching, 800; for Observation in the Kindergarten-Primary Form, 100, and in the First Form, 100; for Practice teaching in the Kindergarten-Primary Form, 400, and in the First Form, 400.

Group V.—Observation and Practice Teaching in the Kindergarten, the Kindergarten-Primary, and the First Form of the Normal Model School.

CERTIFICATES

20.—(1) A teacher-in-training who at the final examinations obtains forty per cent. of the marks in each subject and sixty per cent. of the aggregate marks in each of the five groups may be granted on the recommendation of the staff an Interim Kindergarten-Primary certificate, which shall be valid for two years in a Kindergarten-Primary or a First Form, or for the position of assistant to a Kindergarten Director.

(2) After two years' successful teaching in a Kindergarten-Primary or a First Form, duly attested by the Inspector concerned, the holder of an Interim Kindergarten-Primary certificate may be granted a permanent Kindergarten-Primary certificate which shall be valid in a Kindergarten-Primary Form or a Form I.

(3) After two years' successful teaching as assistant in a Kindergarten Form, duly attested by the Inspector and the Kindergarten Director concerned, the holder of an Interim Kindergarten certificate may be granted a Kindergarten Director's

certificate which shall be valid for the position of teacher in charge of a Kindergarten Form.

(4) On application to the Deputy Minister, an Interim Kindergarten-Primary certificate may be renewed after its expiration, on the recommendation of the Inspector under whom the holder last taught.

(5) The holder of a certificate obtained under the above regulations may be granted an Interim Second Class certificate, provided she has attended from January 2nd until Easter the courses at a Normal School for said certificate in the subjects of Groups II and IV (School Organization and Management of Group I being included in Group II), and has passed the final tests in the subjects of said Groups at the Easter or June examinations.

(6) A teacher-in-training who at the final examinations fails to obtain a Kindergarten-Primary certificate but who makes at least 60 per cent. in Group V, and 35 per cent. of the marks in each subject and 55 per cent. of the aggregate of the marks in each of Groups I, II, III, and IV, may, on the recommendation of the staff, be exempted from further attendance at a Normal School in order to obtain a certificate as provided in (8) (*a*) below.

(7) All other teachers-in-training who have failed to obtain the necessary final standing shall be required to attend a second session.

(8) (*a*) Candidates who are hereafter exempted from attendance at a Normal School as provided in (6) above may subsequently take at the same time or at different times the examination or examinations in the Group or Groups in which they failed. The examination in Group IV shall be a special one.

(*b*) The pass standard for candidates under (*a*) above shall be 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks in each of Groups, I, II, III and IV.

RECOMMENDATION.—**The holders of Kindergarten and of Kindergarten-Primary certificates are recommended to obtain, by attending the Summer Schools provided by the Department, one or more Elementary certificates in Art, Vocal Music, Manual Training, Household Science, and Physical Culture. By so doing, those whose time is occupied in the forenoon only may take part in the work of the other grades of the school in the subjects covered by the aforesaid certificates.**

NOTICE.—*After the close of the school year 1915-1916, no one shall be qualified to teach a Kindergarten-Primary Form except those who hold a Kindergarten-Primary certificate obtained under the Regulations prescribed herein; and, in order to afford Kindergarten Directors and teachers of Form I with Normal school certificates another opportunity to qualify for the Kindergarten-Primary certificate, the provision made in the Regulations of 1915 for Summer Courses for such teachers will be made by the Minister in 1916 also.*